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14. ABSTRACT

This study is one component of the Special Operations Forces (SOF) Language and Culture Needs Assessment Project. The larger study consisted of 23 focus groups conducted across the SOF community and an issue-oriented web-based survey. This report examined SOF leader perspectives in two areas related to language and culture: (1) the prevalence of language training issues in day-to-day activities, and (2) the importance of language and culture for mission planning. SOF leaders play an integral role in supporting language and culture training within their units. Without their support, the Command Language Programs (CLPs) have little chance of adequately supporting SOF operators' language training needs. Results indicated that most SOF leaders never (46%) or only once (36%) in a given week had a language training issue cross their desk. This report discusses several possible explanations for the low number of language training issues expressed; for example, communication gaps between unit leaders of deployable elements and Command Language Program Managers (CLPMs). While SOF leaders see value in language and culture proficiency, they do not often deal with issues related to language training. This and other implications are further discussed in the report.

15. SUBJECT TERMS
CLPM, SOF, leader, language training issues, mission planning, culture, needs assessment

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Special Operations Forces Language and Culture Needs Assessment: Leader Perspectives on Language Issues

EXECUTIVE SUMMARY

According to the United States Special Operations Command (USSOCOM) Manual 350-8, "the Commander is the most important element of a CLP (Command Language Program). A CLP without Command visibility and attention more often than not fails" (p. 18). As this quote illustrates, Special Operations Forces (SOF) leaders play an integral role in supporting language and culture training within their units. Without their support, the CLP has little chance of adequately supporting SOF operator language training needs. As such, it is important to investigate the perspectives of SOF unit leaders on the prevalence of language issues and the importance they place on language and culture in mission planning. This report documents SOF leader perceptions of two specific items pertaining to language and culture: 1) the prevalence of language training issues in day-to-day activities, and 2) the importance of language and culture for mission planning. USSOCOM leadership can use this information to gain a better understanding of the frequency with which SOF leadership encounter issues and the climate of support language and culture receive for mission planning.

Across USSOCOM, most SOF leaders who responded to the *2009 Language and Culture Needs Assessment* (LCNA) survey reported low prevalence of language training issues in day-to-day activities. Specifically, most reported language training issues crossed their desk *never* (46%) or *one time* (36%) in a given week. Considering the number of barriers and language training issues reported by SOF operators in other LCNA reports (e.g., *Barriers to Language Acquisition,* Technical Report #2010011024), the number of issues reported by SOF leaders seems low. There are several possible explanations for this finding. First, the wording of the survey item should be considered. Specifically, there are two key phrases in the question that could have influenced responses: respondents were asked about "language training issues" that "cross your desk." The first phrase implies that the focus is on training issues as opposed to general language proficiency issues. The second phrase may have resonated more with SOF leaders in higher positions who may spend more time behind a desk and resonated less with "boots on the ground" leaders (i.e., O3s). Support for this explanation is found when looking at the frequency of language training issues across pay grades. As the pay grade increases, frequency of exposure to language-related training issues also increases.

Additional explanations for SOF leaders' infrequent exposure to language training issues include: 1) that the Command Language Program Managers (CLPMs) address language training issues without informing leaders, 2) there is no language training occurring and, therefore, no issues arising, 3) the language training that is occurring has very few language training issues to be addressed by SOF leadership, or 4) there are language training issues, but leaders have not been made aware of them. Findings from other LCNA reports support this last explanation of a possible communication gap between unit leaders of deployable elements and Command Language Program Managers (CLPMs), SOF operators, and USSOCOM, such that important languages issues infrequently reach unit leaders; consequently, unit leaders place higher priority on more urgent issues over language.

Another likely explanation for SOF leader's low receipt of language issues could be that SOF leaders do not perceive these issues as important. According to survey results, however, SOF leaders consider language and culture important when planning missions. Specifically, most leaders considered language

(62%) and culture (75%) *important* to *very important* for mission preparation*,* with culture considered more important than language. These findings suggest that leaders see the value in language proficiency and cultural understanding for mission performance.

When examining the importance of language only, group comparisons revealed differences within USASOC. Specifically, 7th SFG reported placing more importance on language than leaders from 1st SFG, 5th SFG, and 10th SFG. In addition, 4th MISG leaders rated language as higher in importance than 1st SFG leaders. When examining culture, MARSOC leaders rated culture as being significantly more important for planning missions than AFSOC leaders. Furthermore, CA and MISG leaders rated culture as more important when planning missions compared to SF leaders.

Information in this report highlights the SOF leader perspective of language training importance and the prevalence of issues. USSOCOM can combine the information from this report with information in other reports to gain a better understanding of the issues and the climate of support for language and culture for mission planning. *Leader Perspectives on Prevalence of Language Issues and the Importance of Language and Culture for Mission Planning* is a *Tier I* report. The findings from this report may be cited by other *Tier II* or *Tier III* reports. For questions or more information about the SOFLO and this project, please contact Mr. Jack Donnelly (john.donnelly@socom.mil). For specific questions related to data collection or reports associated with this project, please contact Dr. Eric A. Surface (esurface@swa-consulting.com) or Dr. Reanna Poncheri Harman (rpharman@swa-consulting.com) with SWA Consulting Inc.

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SECTION I: REPORT AND PROJECT OVERVIEW

Leader Perspectives on Prevalence of Language Issues and the Importance of Language and Culture for Mission Planning **Report Purpose**

This report documents Special Operations Forces (SOF) leader perceptions of two specific items pertaining to language and culture: 1) the prevalence of language training issues in day-to-day activities, and 2) the importance of language and culture for mission planning. This report focuses on SOF leader perceptions because of their unique and important role as supporters of language and culture training in the SOF language community. According to the United States Special Operations Command (USSOCOM) Manual 350-8, "the Commander is the most important element of a CLP (Command Language Program). A CLP without Command visibility and attention more often than not fails" (p. 18). As this quote illustrates, the role of the leader is central to successful language learning and maintenance in the SOF community. It is important to examine these issues in order to gain a greater understanding of the current environment and amount of emphasis on language and culture by SOF community leaders.

Quantitative findings presented in this report provide information about SOF leaders' perspectives on language and culture. The report is divided into three remaining sections, with supporting appendices. Section II provides findings related to the frequency with which SOF leaders encounter language training issues. Section III provides findings related to the importance of language and culture training for mission planning. Lastly, Section IV concludes the report by integrating main findings from Sections II and III and providing implications of the findings. Appendix A provides the report structure for the LCNA project. Appendix B provides a detailed account of the participants, measures, and analysis. Appendices C through E provide detailed findings for each item.

LCNA Project Purpose

The Special Operations Forces Language Office (SOFLO) commissioned the *2009 SOF Language and Culture Needs Assessment (LCNA) Project* to gain insights on language and culture capability and issues across the USSOCOM. The goal of this organizational-level needs assessment is to inform strategy and policy to ensure SOF personnel have the language and culture skills needed to conduct their missions effectively. Data were collected between March and November, 2009 from personnel in the SOF community, including operators and leaders. Findings, gathered via focus groups and a web-based survey, will be presented in a series of reports divided into three tiers. *Tier I* reports focus on specific, limited issues (e.g., *Inside AOR Use of Language*). *Tier II* reports integrate and present the most important findings across related *Tier I* reports (e.g., *Use of Language and Culture on Deployment*) while including additional data and analysis on the topic. One *Tier III* report presents the most important findings, implications, and recommendations across all topics explored in this project. The remaining *Tier III* reports present findings for specific SOF organizations [e.g., Air Force Special Operations Command (AFSOC), Special Forces (SF) Command]. Two foundational reports document the methodology and participants associated with this project. Report topics were determined by the SOFLO.

Relationship of *Leader Perspectives on Prevalence of Language Issues and the Importance of Language and Culture for Mission Planning* **to the LCNA Project**

Leader Perspectives on Prevalence of Language Issues and the Importance of Language and Culture for Mission Planning is a *Tier I* report. The findings from this report may be cited in *Tier II* or *Tier III* reports (see Appendix A for planned report structure).

SECTION II: PREVALENCE OF LANGUAGE TRAINING ISSUES

SOF community leaders have many responsibilities which require their oversight and support. Language training is one such area of responsibility. SOF leaders are responsible for ensuring that SOF operators develop and maintain proficiency levels required to perform their missions successfully. This section explores the frequency with which important language training issues are encountered by SOF leaders on a weekly basis, which can be interpreted as an indicator of the prevalence of language training issues in the SOF community.

Research Questions

This section addresses the following questions:
- How often do important language training issues cross SOF leaders' desks in a week?
- Are there differences between SOF leader types, pay grade, Army SOF types or SOF components in the frequency of language training issues?

Main Findings

Analyses of survey responses revealed that SOF leaders have very little exposure to language training issues in a given week. Almost half (46%) of the SOF leaders reported that an important language training issue never crosses their desk in a week and an additional 36% reported that an important language training issue only crosses their desk one time in any given week. As such, SOF leaders encounter language training issues seldom, if ever, on a weekly basis.

While almost all SOF leaders reported low frequency of language training issues, differences were explored between SOF leader types (i.e., Staff Officer , Commander, Senior Warrant Officer Advisor/Senior Enlisted Advisor – SWOA/SEA), pay grade, SOF components, and Army SOF types. No significant differences were found between SOF leader types, pay grades, or SOF components; however, differences were found between Army SOF types. Special Forces (SF) leaders reported a significantly higher occurrence of language training issues than Civil Affairs (CA) leaders. This finding likely results from SF being the largest language-enabled operator group in SOF.

Detailed Findings

SOF leaders are infrequently exposed to language training issues in their day-to-day activities. Most SOF leaders reported an important language training issue crosses their desk *never* (46%, $n = 385$) or *one time* (36%, $n = 300$) in a given week (Figure 1, p. 8).

Figure 1. SOF Leader Frequency of Reported Language Training Issues
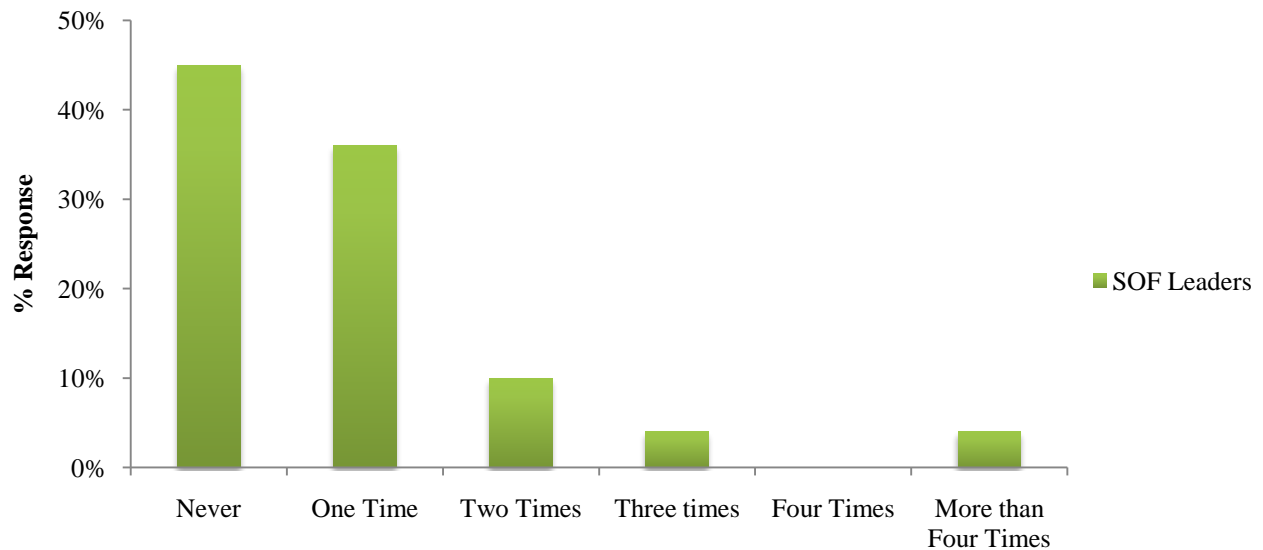
Note. All SOF leaders were included in this figure. SOF unit leaders (*n*) = 837.

When examining differences in SOF leader types and between pay grades, there were no statistical differences. All leader types (i.e., Staff Officers, Commanders, and SWOA/SEAs) indicated seeing a language training issue less than one time per week (Figure 2, p. 8). Similarly, all pay grades within enlisted leaders, warrant officers, or officers reported low frequencies of language training issue occurrence (Appendix C, Table 2, p. 22).

Figure 2. Frequency of Language Training Issues By SOF Leader Type
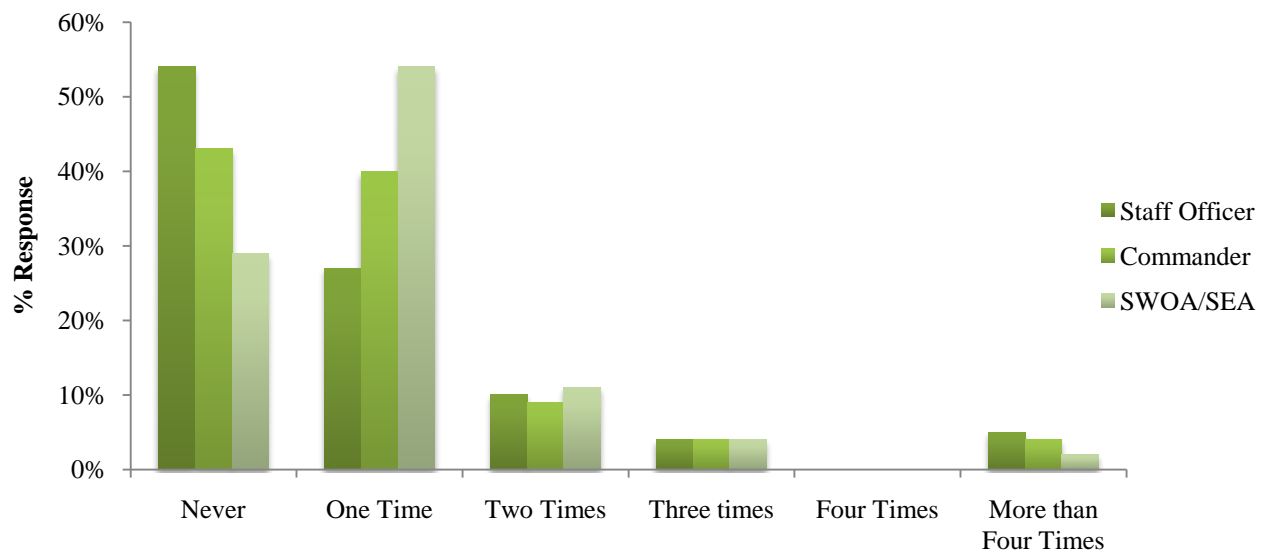
Note. Staff Officer (*n*) = 390. Commander (*n*) = 335. SWOA/SEA (*n*) = 112.

SOF components displayed similarly low frequencies of language training issues (Figure 3, p. 9). There were no significant differences between SOF components.

Figure 3. Frequency of Language Training Issues By SOF Component
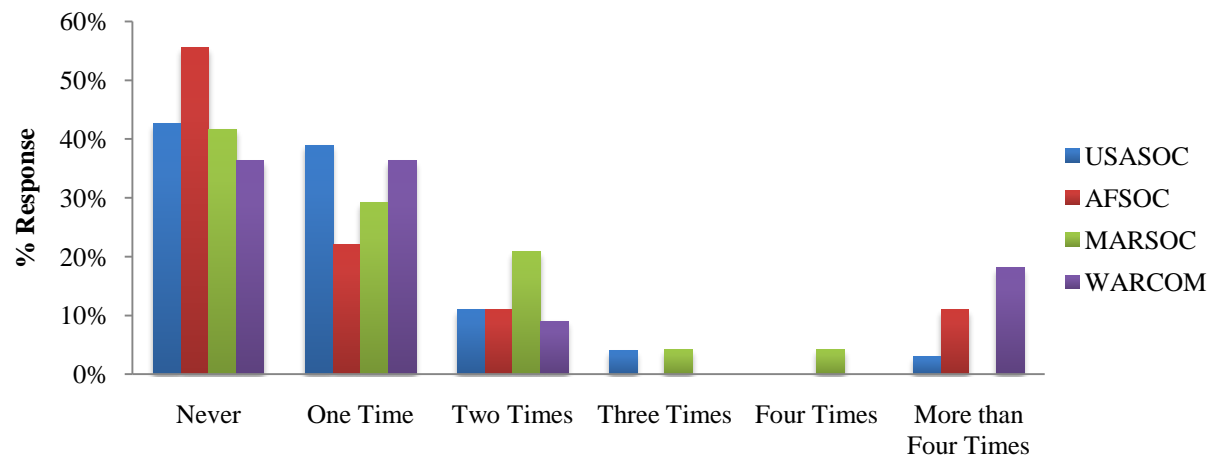
Note. United States Army Special Operations Command (USASOC) *n* = 508. Air Force Special Operations Command (AFSOC) *n* = 9. Marine Corps Forces Special Operations Command (MARSOC) *n* = 24. Naval Special Warfare Command (NAVSPECWARCOM or WARCOM) *n* = 11.

Group comparisons revealed significant group differences between Army SOF types. SF leaders reported encountering an important language training issue more frequently than Civil Affairs (CA) leaders. No significant differences were found between SF and Military Information Support Group (MISG)[1] leaders and CA and MISG leaders (Figure 4, p. 9). There were no differences found between United States Army Special Operations Command (USASOC) organizations (Appendix C, Table 4).

Figure 4. Frequency of Language Training Issues By Army SOF Type
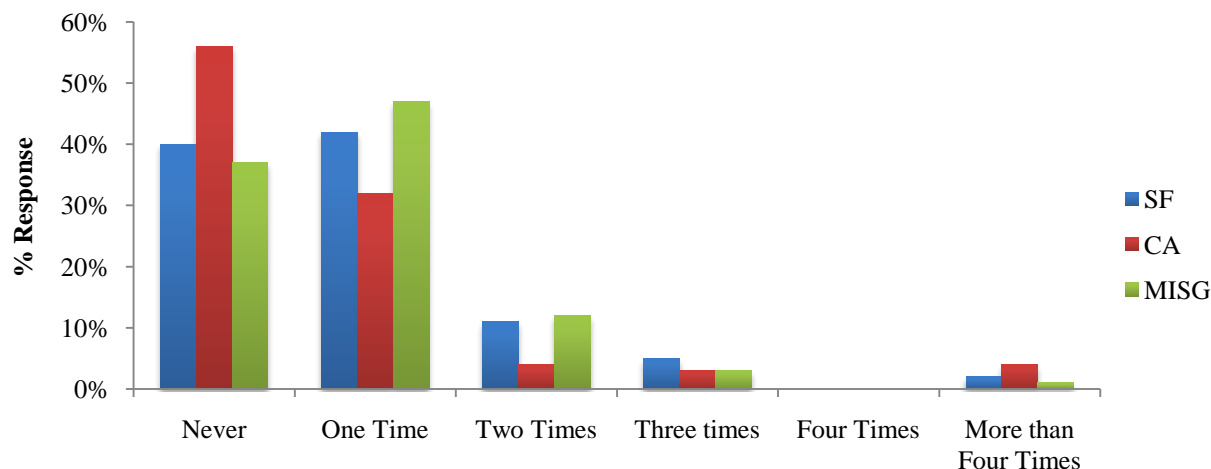
Note. SF (*n*) = 265; *M* = 1.90. CA (*n*) = 66; *M* = 1.73. MISG (*n*) = 100; *M* = 1.85.

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[1] Formerly Psychological Operations (PSYOP)

SECTION III: IMPORTANCE OF LANGUAGE AND CULTURE

This section describes the importance SOF leaders place on language and culture for mission planning. The relationship between the number of times an issue crosses the leaders' desks and the importance placed on language and culture when planning missions is also presented. Results are broken down by type of leader, level of command, component, grade, Army SOF type, and USASOC organization.

Research Questions

This section addresses the following questions:
- When planning missions, how important are language and culture to SOF leaders?
- Is there a relationship between the number of reported times an important language training issue arose and the importance SOF leaders placed on language and culture?

Main Findings

Most SOF leaders consider both language and culture *important* for mission planning. Although SOF leaders rated culture and language as *important* with approximately equal frequency (33% and 35%, respectively), more SOF leaders rated culture (42%) as *very important* compared to language (27%). There were small, but significant, relationships between the number of times important language training issues arose and the importance SOF leaders placed on language ($r = .24$) and culture ($r = .12$). With those that considered language more important for mission success also indicating language training issues arose more frequently.

The importance of language and culture for mission planning varied by SOF component and USASOC organization. Differences are summarized as follows:
- SOF leaders in Marine Corps Forces Special Operations Command (MARSOC) indicated higher ratings of culture importance than other SOF components; however, this interpretation should be cautioned due to small sample sizes.
- SOF leaders in MISG rated language importance to missions higher than other Army SOF types. Additionally, between Army SOF types, SOF leaders in CA and MISG indicated higher cultural importance ratings than SF leaders.
- Among SF leaders, 7th Special Forces Groups (SFG) and 20th SFG leaders rated language importance highest.

Detailed Findings

SOF leaders considered both language and culture to be important to mission success, with an almost equal percentage of SOF leaders rating culture (33%, $n = 277$) and language (35%, $n = 292$) as *important* (Figure 5, p. 11). When comparing perceptions of language and culture, however, SOF leaders rated culture importance higher ($M = 4.03$) than language importance ($M = 3.66$) in regards to preparing for missions.

Figure 5. SOF Leader Ratings of Language and Culture Importance
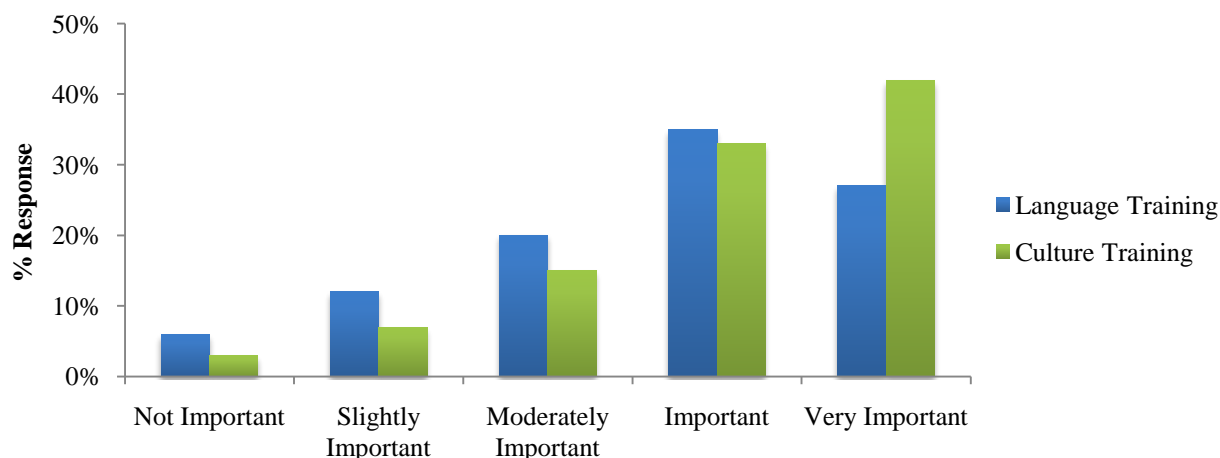
Language Importance

In terms of language importance, SOF component leaders did not statistically differ in their ratings (Figure 6, p. 11). However, while most component leaders rated language as *important* to *very important,* AFSOC leaders were more likely to rate language as *not important* or *slightly important.* It should be noted that due to small sample sizes, interpretations and generalizations for the broader SOF community are cautioned.

Figure 6. SOF Leader Ratings of Language Importance by SOF Component
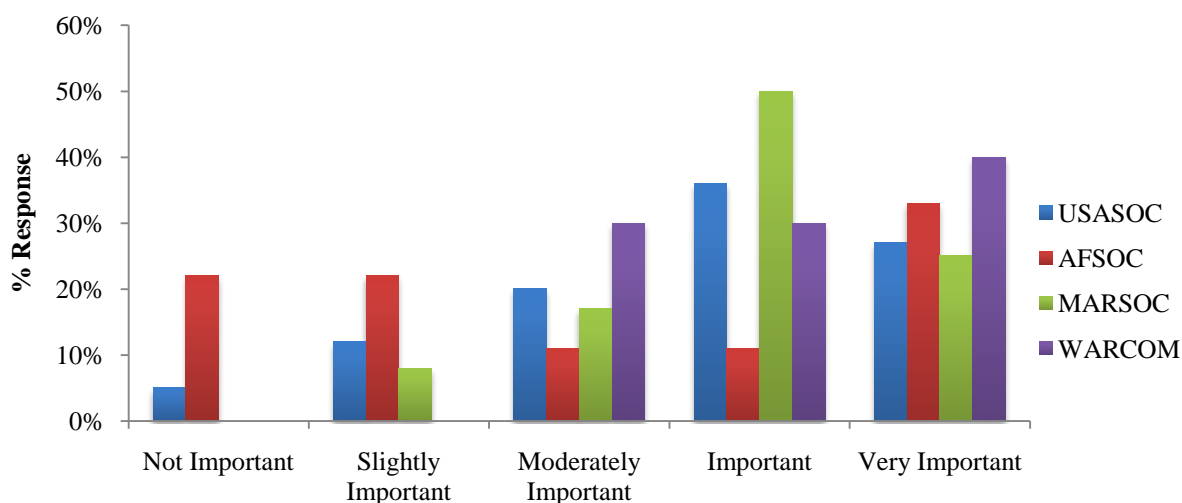
Note. Sample sizes, means, and frequencies are provided in Appendix D.

There were statistically significant subgroup differences by Army SOF types and USASOC organization in the importance SOF leaders place on language for mission planning (Figures 7 and 8 on p. 12). Specifically, Military Information Support Group (MISG)[2] leaders are more likely to emphasize the

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[2] Formerly Psychological Operations Group (POG)

importance of language for mission planning than SF leaders because the types of tasks performed on MISG missions require language proficiency to be executed successfully. Similarly, 4th MISG leaders rated language as more important than 1st Special Forces Group (SFG) leaders. In addition, 7th SFG leaders rated language as more important than leaders from 1st SFG, 5th SFG, and 10th SFG. Compared to other groups, 7th SFG leaders were more likely to see the importance of language for mission planning. This makes sense considering that when deployed inside their area of responsibility (AOR), 7th SFG operators do not rely on interpreters; therefore, developing and maintaining organic language capability is a particularly important concern for this group.

Figure 7. SOF Leader Ratings of Language Importance by Army SOF Type
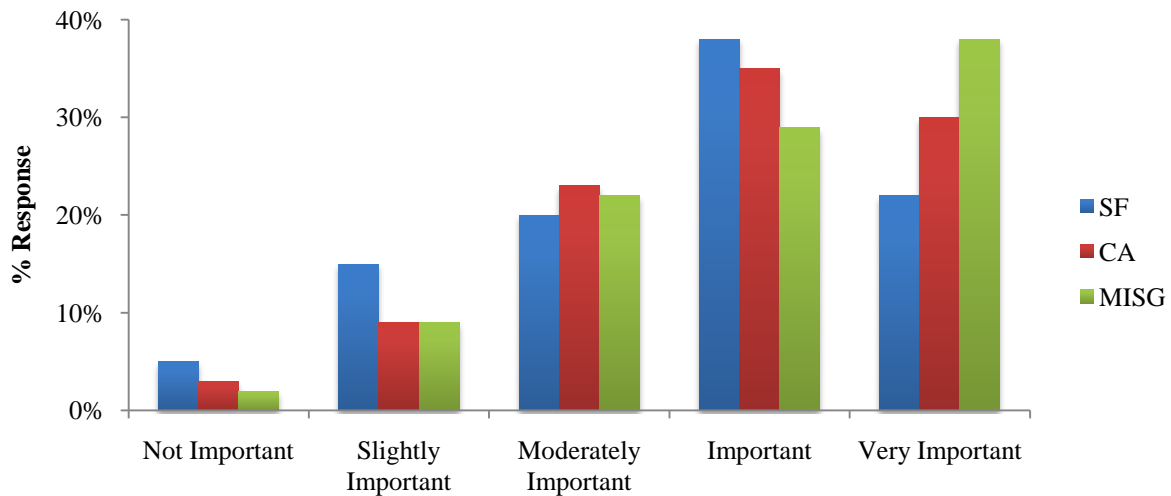
Note. Values presented in this figure are the means of each Army SOF type. Samples sizes and frequencies are presented in Appendix D.

Figure 8. SOF Leader Ratings of Language Importance by USASOC Organization
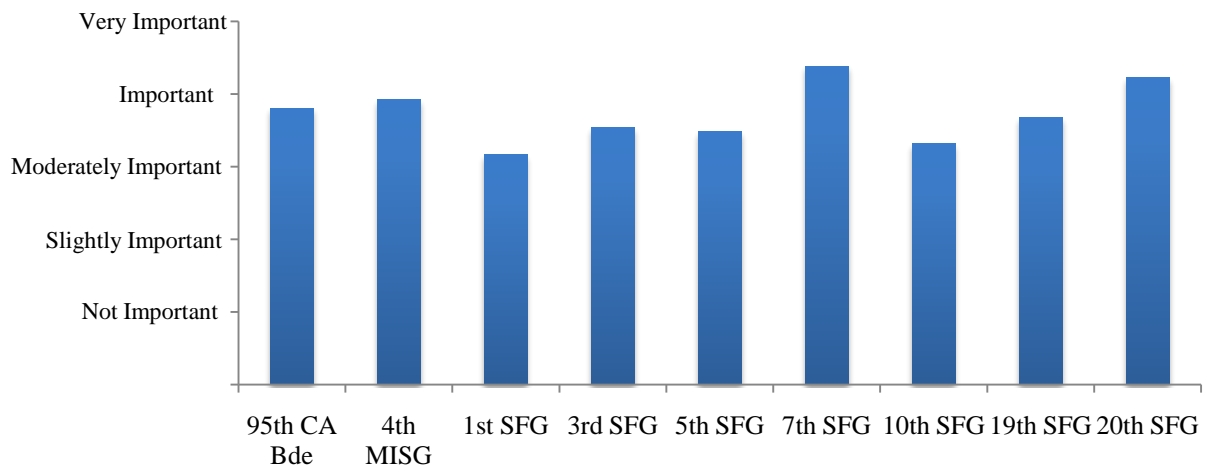
Note. Values presented in this figure are the means of each SOF organization. Samples sizes and frequencies are presented in Appendix D.

Culture Importance

There were significant subgroup differences by SOF component and Army SOF type (Figures 9 and 10 on p. 13) for the importance SOF leaders place on culture for mission planning. Specifically, culture was rated as more important for mission planning by MARSOC leaders than Air Force Special Operations Command (AFSOC) leaders. Regarding Army SOF type, both MISG and CA leaders rated culture as more important than SF leaders. There were no significant differences between MISG and CA leader ratings of the importance of culture for mission planning. There were no significant differences between USASOC organizations (Appendix E, Table 4).

Figure 9. SOF Leader Ratings of Culture Importance by SOF Component
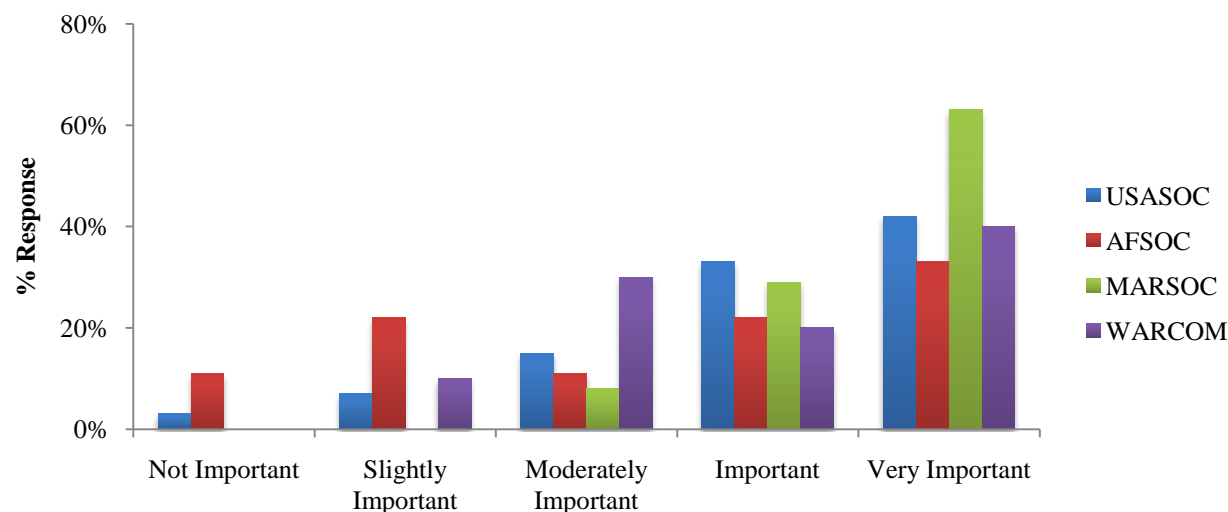
Note. Values presented in this figure are the means of each SOF organization. Samples sizes and frequencies are presented in Appendix E.

Figure 10. SOF Leader Ratings of Culture Importance by Army SOF Type
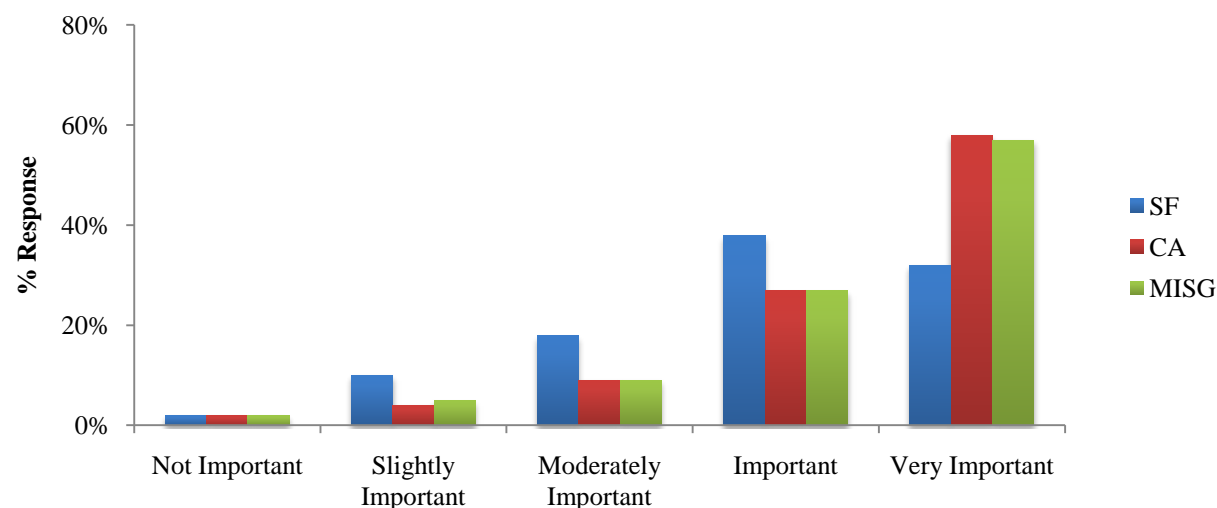
Note. Values presented in this figure are the means of each SOF organization. Samples sizes and frequencies are presented in Appendix E.

Language and Culture Importance Relationship with Issues and Command Emphasis

There were small, but significant, relationships between the number of times important language training issues cross SOF leaders' desks and the importance SOF leaders place on language ($r = .24$) and culture ($r = .12$). These findings may suggest that SOF leaders who have language training issues more frequently place importance on language and culture when planning for missions or that these leaders view language as more important in general. More exploration is needed to determine the reason for this relationship.

In the *Grading the Chain of Command* report (Technical Report #2010011006), findings related to the priority placed on language learning and maintenance by SOF operators and leaders were presented. In the current report, the frequency of language training issues responses were compared to the amount of importance placed on language and culture learning and maintenance. Results demonstrated that the frequency of an important language training issue crossing a leader's desk is somewhat related to two aspects: (1) the priority the leaders place on language learning and maintenance ($r = .15$), and (2) the priority their immediate chain of command places on language learning and maintenance ($r = .14$).

SOF leaders' own prioritization of language learning and maintenance drives the importance they place on language, rather than their perceptions of their chain of commands' prioritization. Specifically, the importance SOF leaders place on language ($r = .28$) and culture ($r = .20$) for mission planning is related to the priority they place on language learning and maintenance. There is no relationship, however, between the importance *leaders* place on language and culture when preparing for missions and the priority their *immediate chain of command* places on language learning and maintenance. This suggests that leaders are evaluating language and culture requirements and planning considerations independently of the politics of their chain of command.

SECTION IV: CONCLUSION

This report documents SOF leader perceptions of two specific items pertaining to language and culture: 1) the prevalence of language training issues in day-to-day activities, and 2) the importance of language and culture in relation to mission planning.

When asked about their exposure to important language training issues, most of the leaders across USSOCOM reported infrequent exposure, with language training issues crossing their desk *never* (46%) or *one time* (36%) in a given week. These reported frequencies of language training issues seem low. There are several possible explanations for this finding: 1) the wording of the question; 2) CLPMs address all the language training issues without informing leaders; 3) there is very little language training occurring and, therefore, hardly any issues arising; 4) the language training that is occurring has very few language training issues to be addressed by SOF leadership; 5) there are language training issues, but there is no communication of these problems to unit leaders; and/or 6) leaders do not view language as important.

The first explanation regards the wording of the question. Specifically, the question incorporates two key phrases that could have influenced responses: respondents were asked about "language training issues" that "cross your desk." The first phrase implies that the focus is on training issues as opposed to general language proficiency issues. The second phrase may have resonated more with SOF leaders in higher positions who spend more time behind a desk and less time with "boots on the ground." Support for this explanation is found when looking at the frequency of language training issues across pay grades. As the pay grade increases, the frequency of exposure to language-related training issues reported also increases.

The communication gap between SOF leaders, CLPMs, and operators also seems a likely explanation for low reporting frequencies of language issues, as other *SOF LCNA* reports have demonstrated a communication gap between unit leaders and others. For example, this communication gap is documented in the *SOFCLO[3] Support* report (Technical Report #2010011007). *SOFCLO Support* revealed that most unit leaders lack awareness of USSOCOM's language office—an important source for language training resources. This is indicative of a communication breakdown between unit leaders and the SOFLO. Furthermore, findings from the *CLPM Perspectives* report (Technical Report #2010011026) indicate that almost all CLPM respondents believed that their chain of command should dedicate more attention to sustaining and enhancing operators' language proficiency. With such a great need for command support, it seems unlikely that there are no important language issues to be addressed by SOF leadership. What is more likely is that other more urgent issues are taking priority over language and culture training.

Finally, another likely explanation for SOF leader's low receipt of language issues could be that SOF leaders do not perceive language and culture as important. According to survey results, however, SOF leaders considered both language and culture *important* to *very important* for mission success. Specifically, they rated culture as more important than language. This difference was consistent across

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[3] SOFCLO (Special Operations Forces Culture and Language Office) was originally SOFLO and changed its name for a brief period of time when the *SOFCLO Support* (Technical Report #2010011007) was written. The office has since changed its name back to SOFLO, and is referred to as such for this report.

SOF organizations. When examining the importance of language only, group comparisons revealed differences within USASOC. Specifically, 7th SFG reported placing more importance on language than leaders from 1st SFG, 5th SFG, and 10th SFG. In addition, 4th MISG leaders rated language as higher in importance than 1st SFG leaders. When examining culture, MARSOC leaders rated culture as being significantly more important for planning missions than AFSOC leaders. Furthermore, CA and MISG leaders rated culture as more important when planning missions compared to SF leaders.

Small, but significant, relationships were found between the number of times important language training issues cross leaders' desks and the importance they place on language and culture, suggesting that leaders who have important language training issues cross their desks more frequently tend to place more importance on language and culture when planning for missions. There are two possible interpretations of this finding. The first is that exposure to language training issues impacts the level of importance placed on language and culture in mission planning. The other explanation is that those leaders who place more importance on language and culture for mission planning are likely to be aware of language training issues in their unit.

Overall, the findings presented in this report highlight the important role of SOF leadership in the support of language and culture training. SOF leaders have an important and unique role in the SOF community and must be aware of issues related to language training for more effective mission planning. Improving communication at all levels within the organization will likely lead to more effective use of language and culture on missions.

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ABOUT SWA CONSULTING INC.

SWA Consulting Inc. (formerly Surface, Ward, and Associates) provides analytics and evidence-based solutions for clients using the principles and methods of industrial/organizational (I/O) psychology. Since 1997, SWA has advised and assisted corporate, non-profit and governmental clients on:

- Training and development
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- Organizational effectiveness
- Test development and validation
- Program/training evaluation
- Work/job analysis
- Needs assessment
- Selection system design
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- Metric development and data collection
- Advanced data analysis

One specific practice area is analytics, research, and consulting on foreign language and culture in work contexts. In this area, SWA has conducted numerous projects, including language assessment validation and psychometric research; evaluations of language training, training tools, and job aids; language and culture focused needs assessments and job analysis; and advanced analysis of language research data.

Based in Raleigh, NC, and led by Drs. Eric A. Surface and Stephen J. Ward, SWA now employs close to twenty I/O professionals at the masters and PhD levels. SWA professionals are committed to providing clients the best data and analysis upon which to make evidence-based decisions. Taking a scientist-practitioner perspective, SWA professionals conduct model-based, evidence-driven research and consulting to provide the best answers and solutions to enhance our clients' mission and business objectives. SWA has competencies in measurement, data collection, analytics, data modeling, systematic reviews, validation, and evaluation.

For more information about SWA, our projects, and our capabilities, please visit our website (www.swa-consulting.com) or contact Dr. Eric A. Surface (esurface@swa-consulting.com) or Dr. Stephen J. Ward (sward@swa-consulting.com).

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Dr. Stephen J. Ward

APPENDIX A: ABOUT THE LCNA PROJECT

In 2003-2004, the Special Operations Forces Language Office (SOFLO) sponsored the *SOF Language Transformation Strategy Needs Assessment Project* to inform the development of a language transformation strategy in response to a GAO report (2003). This *SOF Language Transformation Strategy Needs Assessment Project* collected current-state information about language usage, proficiency, training, and policy issues (e.g., Foreign Language Proficiency Pay, FLPP) from SOF personnel, SOF unit leaders, and other personnel involved in SOF language. The project used multiple data collection methods and provided the SOFLO with valid data to develop a comprehensive language transformation strategy and advocate for the SOF perspective on language issues within the DoD community.

In a continuing effort to update knowledge of language and culture needs while informing strategic plan development, the SOFLO commissioned the *2009 SOF Language and Culture Needs Assessment Project* (LCNA) to reassess the language and culture landscape across the United States Special Operations Command (USSOCOM) and develop a strategy for the next five years. Data were collected between March and November, 2009 from personnel in the SOF community, including SOF operators and leaders. Twenty-three focus groups were conducted between March and June, 2009. A comprehensive, web-based survey for SOF operators and leaders was launched on 26 October and closed on 24 November, 2009.

This project's findings will be disseminated through reports and briefings (see Appendix A, Figure 1). Two foundational reports document the methodology and participants associated with this project. The remaining reports are organized in three tiers. Twenty-five *Tier I* reports focus on specific, limited issues (e.g., *Inside AOR Use of Language*). *Tier II* reports integrate and present the most important findings across related *Tier I* reports (e.g., *Use of Language and Culture on Deployment)* while including additional data and analysis on the topic. Most, but not all, *Tier I* reports will roll into *Tier II* reports. One *Tier III* report presents the most important findings, implications, and recommendations across all topics explored in this project. The remaining *Tier III* reports present findings for specific SOF organizations [e.g., Air Force Special Operations Command (AFSOC), Special Forces (SF) Command]. All *Tier III* reports are associated with a briefing. Report topics are determined by the SOFLO and subject to change.

In June, 2009, the GAO reported that the Department of Defense is making progress toward transforming language and regional proficiency capabilities but still does not have a strategic plan in place to continue development that includes actionable goals and objectives. The findings from this study can be used by the SOFLO and leaders at USSOCOM to continue strategic planning and development in this area.

This project design, logistics, data collection, initial analysis and first eight reports of this project were conducted by SWA Consulting Inc. (SWA) under a subcontract with SRC (SR20080668 (K142); Prime # N65236-08-D-6805). The additional reports are funded under a separate contracting vehicle with Gemini Industries Inc. [GEM02-ALMBOS-0018 (10210SWA-1); Prime # USZA22-02-D-0015]. For questions or more information about the SOFLO and this project, please contact Mr. Jack Donnelly (john.donnelly@socom.mil). For specific questions related to data collection or reports associated with this project, please contact Dr. Eric A. Surface (esurface@swa-consulting.com) or Dr. Reanna Poncheri Harman (rpharman@swa-consulting.com) with SWA Consulting Inc.

Appendix A, Figure 1. Report Overview

Foundation Reports	Tier I Reports First Contract	Tier II Reports Second Contract

Foundation Reports

1. Methodology Report
2. Participation Report

Tier I Reports First Contract

3. Reactions to Admiral Olson's Memo
4. Training Emphasis: Language and Culture
5. Command Support: Grading the Chain of Command
6. SOFLO Support
7. Inside/Outside AOR Use of Cultural Knowledge
8. Language Composition of SOF Tactical Elements

Tier I Reports Second Contract

9. Inside AOR Use of Language
10. Outside AOR Use of Language
11. Mission-Specific Use of Interpreters
12. General Use of Interpreters
13. 09L Use in the Special Operations Forces Community
14. DLPT
15. OPI
16. DLAB: Perspectives from the Field
17. Initial Acquisition Training
18. Sustainment/Enhancement Training
19. Culture Awareness and Knowledge Training
20. Immersion Training
21. Language Resources & Self-Study
22. Foreign Language Proficiency Bonus
23. Non-monetary Incentives
24. Considering Language in the Promotion Process

25. Barriers to Language Acquisition and Maintenance
26. Force Motivation for Language
27. Leader Perspectives on Language Issues
28. Leader Perspectives on Language Resources
29. CLPM Perspectives

Tier II Reports Second Contract

30. Use of Language and Culture on Deployment
31. Use of Interpreters
32. Tactical Element Composition and Capability
33. Testing/Metrics
34. Current State of Language and Culture Training
35. Language Training Guidance
36. Culture Training Guidance
37. Incentives/Barriers

Tier III Reports Second Contract

38. Overall Picture: Conclusions and Recommendations
39. AFSOC
40. MARSOC
41. WARCOM
42. SF Command
43. CA
44. MISG
45. Seminar Briefing(s)

Note: Foundation reports are referenced by every other report. Colors represent Tier I reports that roll (integrate) into an associated Tier II report. Reports in black are final reports on the topic but may be cited by other reports. Tier II reports roll into the Tier III reports. All Tier III reports include an associated briefing.

APPENDIX B: METHODOLOGY

Participants

Respondents who reported their role in the SOF community as "SOF Unit Commanders and Unit Leadership of O3 Commands or higher, including Staff, Support, and Specialists" were classified as SOF leaders and received items developed specifically for them. This group includes commanders, senior warrant officer advisors (SWOAs), senior enlisted advisors (SEAs), and staff officers (O, WO, NCO, GS). Of the 1,236 unit leaders who started the survey, 837 (68%) answered the first item presented in this section. For further details on participation and attrition rates across survey topic areas, please refer to the *Participation Report* (Technical Report #2010011003).

Measures

Frequency of Language Training Issues
To assess the prevalence of important language training issues, respondents were asked, "In any given week, how often does an important issue regarding language training cross your desk?" Responses were made on a six-point scale (1 = *Never* to 6 = *More than four times*).

Language and Culture Importance in Mission Planning
To assess the importance placed on language and culture in mission planning, respondents were asked, "When planning missions how important is language?" and "When planning missions how important is culture?" Responses were made on a five-point scale (1 = *Not important* to 5 = *Very important*).

Analysis

All closed-ended items were analyzed using a combination of descriptive and inferential statistics. To compare responses across groups of participants, inferential statistics (e.g., chi square tests, t-tests) were used to determine if any observed differences are likely to exist in the broader population of interest. Among the groups compared included:
  * SOF Component (i.e., USASOC, AFSOC, WARCOM, MARSOC)
  * Pay Grade
  * Army SOF type (i.e., CA, MISG, SF)
  * USASOC Organization

For exposure to language issues, differences were found for Army SOF type. For importance of language and culture for mission planning, differences were found for Army SOF type and USASOC organization. Relevant differences are presented in the body of the report.

APPENDIX C: PREVELANCE OF LANGUAGE ISSUES TABLES

Appendix C, Table 1. SOF Leader Reported Frequency of Language Issues by SOF Component

Group	n	Mean	Never	One time	Two times	Three times	Four times	More than four times
All SOF Leaders	837	1.88	46%	36%	10%	4%	0%	4%
USASOC	508	1.89	43%	39%	11%	4%	0%	3%
AFSOC	9	2.00	56%	22%	11%	0%	0%	11%
MARSOC	24	2.00	42%	29%	21%	4%	4%	0%
WARCOM	11	2.46	36%	36%	9%	0%	0%	18%

Note. There were no significant differences between SOF components. Use the following scale to interpret the means: 1 = *Never*, 2 = *One time*, 3 = *Two times*, 4 = *Three times*, 5 = *Four times*, 6 = *More than four times*.

Appendix C, Table 2. SOF Leader Reported Frequency of Language Issues by Pay Grade

Group	n	Mean	Never	One time	Two times	Three times	Four times	More than four times
E4	1	1.00	100%	0%	0%	0%	0%	0%
E6	8	1.38	63%	37%	0%	0%	0%	0%
E7	11	1.73	55%	18%	27%	0%	0%	0%
E8	56	1.75	43%	48%	4%	4%	0%	1%
E9	63	2.18	21%	55%	16%	5%	0%	3%
WO-01	1	1.00	100%	0%	0%	0%	0%	0%
WO-02	4	1.50	50%	50%	0%	0%	0%	0%
WO-03	13	2.23	38%	46%	0%	0%	0%	16%
WO-04	5	1.80	20%	80%	0%	0%	0%	0%
WO-05	3	2.33	0%	67%	33%	0%	0%	0%
O-2	5	1.60	40%	60%	0%	0%	0%	0%
O-3	244	1.71	52%	34%	8%	4%	0%	2%
O-4	259	1.92	47%	32%	12%	5%	0%	4%
O-5	105	1.93	49%	29%	13%	3%	0%	6%
O-6	46	2.07	46%	30%	9%	9%	0%	6%
O-7	1	6.00	0%	0%	0%	0%	0%	100%

Note. There were no significant differences between pay grades. Use the following scale to interpret the means: 1 = *Never*, 2 = *One time*, 3 = *Two times*, 4 = *Three times*, 5 = *Four times*, 6 = *More than four times*.

Appendix C, Table 3. SOF Leader Reported Frequency of Language Issues by Army SOF Type

Group	n	Mean	Never	One time	Two times	Three times	Four times	More than four times
MISG	100	1.85 [ab]	37%	47%	12%	3%	0%	1%
CA	66	1.73 [b]	56%	32%	4%	3%	0%	4%
SF	265	1.90 [a]	40%	42%	11%	5%	0%	2%

Note. Army SOF types sharing the same letter were NOT significantly difference from each other. Army SOF types with different letters were significantly different from each other. Use the following scale to interpret the means: 1 = *Never,* 2 = *One time,* 3 = *Two times,* 4 = *Three times,* 5 = *Four times,* 6 = *More than four times.*

Appendix C, Table 4. SOF Leader Reported Frequency of Language Issues by USASOC Organization

Group	n	Mean	Never	One time	Two times	Three times	Four times	More than four times
95th CA Bde	66	1.73	56%	31%	5%	3%	0%	5%
4th MISG	100	1.85	37%	47%	12%	3%	0%	1%
1st SFG	43	1.72	49%	37%	7%	7%	0%	0%
3rd SFG	48	2.06	25%	60%	7%	4%	0%	4%
5th SFG	73	2.04	42%	30%	17%	7%	0%	4%
7th SFG	32	2.09	28%	50%	13%	6%	0%	3%
10th SFG	41	1.59	51%	39%	10%	0%	0%	0%
19th SFG	9	1.78	33%	56%	11%	0%	0%	0%
20th SFG	11	1.64	45%	45%	10%	0%	0%	0%

Note. There were no significant differences between USASOC organizations. Responses were made on the following scale: 1 = *Never,* 2 = *One time,* 3 = *Two times,* 4 = *Three times,* 5 = *Four times,* 6 = *More than four times.*

APPENDIX D: IMPORTANCE OF LANGUAGE IN MISSION PLANNING

Appendix D, Table 1. Importance of Language in Mission Planning by SOF Component

Group	n	Mean	Not Important	Slightly Important	Moderately Important	Important	Very Important
All SOF Leaders	831	3.66	5%	12%	20%	35%	27%
AFSOC	9	3.11	22%	22%	11%	11%	33%
WARCOM	10	4.10	0%	0%	30%	30%	40%
MARSOC	24	3.92	0%	8%	17%	50%	25%
USASOC	506	3.70	5%	12%	20%	36%	27%

Note. There were no significant differences between SOF components. Responses were made on the following scale: 1 = *Not important*, 2 = *Slightly important*, 3 = *Moderately important*, 4 = *Important*, 5 = *Very important*.

Appendix D, Table 2. Importance of Language in Mission Planning by Pay Grade

Group	n	Mean	Not Important	Slightly Important	Moderately Imporant	Important	Very Important
E4	1	1.00	100%	0%	0%	0%	0%
E6	8	3.88	13%	0%	13%	37%	37%
E7	11	2.91	18%	18%	27%	27%	10%
E8	55	3.64	7%	13%	18%	33%	29%
E9	63	3.78	3%	13%	16%	40%	28%
WO-01	1	3.00	0%	0%	100%	0%	0%
WO-02	4	4.25	0%	0%	0%	75%	25%
WO-03	12	3.92	0%	17%	8%	42%	33%
WO-04	5	4.20	0%	0%	20%	40%	40%
WO-05	3	3.33	0%	33%	0%	67%	0%
O-2	4	3.50	0%	25%	25%	25%	25%
O-3	245	3.61	5%	14%	24%	28%	29%
O-4	258	3.72	3%	12%	22%	36%	27%
O-5	102	3.60	7%	12%	19%	40%	22%
O-6	46	3.48	13%	11%	11%	46%	19%
O-7	1	3.00	0%	0%	100%	0%	0%

Note. There were no significant differences between pay grades. Responses were made on the following scale: 1 = *Not important*, 2 = *Slightly important*, 3 = *Moderately important*, 4 = *Important*, 5 = *Very important*.

Appendix D, Table 3. Importance of Language in Mission Planning by Army SOF Type

Group	n	Mean	Not Important		Slightly Important		Moderately Imporant		Important		Very Important	
MISG	100	3.92 [a]	2%		9%		22%		29%		38%	
CA	66	3.80 [ab]	3%		9%		23%		35%		30%	
SF	263	3.56 [b]	5%		15%		20%		38%		22%	

Note. Army SOF types sharing the same letter were NOT significantly difference from each other. Army SOF types with different letters were significantly different from each other. Use the following scale to interpret the means: 1 = *Not important*, 2 = *Slightly important*, 3 = *Moderately important*, 4 = *Important*, 5 = *Very important*.

Appendix D, Table 4. Importance of Language in Mission Planning by USASOC Organization

Group	n	Mean	Never		One time		Two times		Three times		Four times		More than four times	
95th CA Bde	66	1.73	56%		31%		5%		3%		0%		5%	
4th MISG	100	1.85	37%		47%		12%		3%		0%		1%	
1st SFG	43	1.72	49%		37%		7%		7%		0%		0%	
3rd SFG	48	2.06	25%		60%		7%		4%		0%		4%	
5th SFG	73	2.04	42%		30%		17%		7%		0%		4%	
7th SFG	32	2.09	28%		50%		13%		6%		0%		3%	
10th SFG	41	1.59	51%		39%		10%		0%		0%		0%	
19th SFG	9	1.78	33%		56%		11%		0%		0%		0%	
20th SFG	11	1.64	45%		45%		10%		0%		0%		0%	

Note. USASOC organizations were NOT significantly difference from each other. Use the following scale to interpret the means: 1 = *Not important*, 2 = *Slightly important*, 3 = *Moderately important*, 4 = *Important*, 5 = *Very important*.

APPENDIX E: IMPORTANCE OF CULTURE IN MISSION PLANNING

Appendix E, Table 1. Importance of Culture in Mission Planning by SOF Component

Group	*n*	Mean	Not Important	Slightly Important	Moderately Important	Important	Very Important
Overall	829	4.03	3%	7%	15%	33%	42%
AFSOC	9	3.44	11%	22%	11%	22%	33%
WARCOM	10	3.90	0%	10%	30%	20%	40%
MARSOC	24	4.54	0%	0%	8%	29%	63%
USASOC	505	4.06	3%	7%	14%	33%	42%

Note. There were no significant differences between SOF components. Responses were made on the following scale: 1 = *Not important*, 2 = *Slightly important*, 3 = *Moderately important*, 4 = *Important*, 5 = *Very important*.

Appendix E, Table 2. Importance of Culture in Mission Planning by Pay Grade

Group	n	Mean	Not Important	Slightly Important	Moderately Imporant	Important	Very Important
E4	1	5.00	0%	0%	0%	0%	100%
E6	8	4.38	0%	0%	0%	63%	37%
E7	11	3.36	9%	9%	37%	27%	18%
E8	55	3.96	4%	9%	16%	29%	42%
E9	63	4.06	0%	5%	19%	41%	35%
WO-01	1	4.00	0%	0%	0%	100%	0%
WO-02	4	4.00	0%	25%	0%	25%	50%
WO-03	12	4.08	0%	8%	25%	17%	50%
WO-04	5	4.80	0%	0%	0%	20%	80%
WO-05	3	4.00	0%	33%	0%	0%	67%
O-2	4	3.75	0%	25%	0%	50%	25%
O-3	243	4.08	4%	5%	14%	35%	42%
O-4	259	4.04	2%	7%	15%	36%	40%
O-5	101	4.00	5%	8%	16%	25%	46%
O-6	46	3.72	11%	9%	13%	33%	34%
O-7	1	5.00	0%	0%	0%	0%	100%

Note. There were no significant differences between pay grades. Responses were made on the following scale: 1 = *Not important*, 2 = *Slightly important*, 3 = *Moderately important*, 4 = *Important*, 5 = *Very important*.

Appendix E, Table 3. Importance of Culture in Mission Planning by Army SOF Type

Group	*n*	Mean	Not Important	Slightly Important	Moderately Imporant	Important	Very Important
MISG	101	4.33	2%	5%	9%	27%	57%
CA	66	4.35	2%	4%	9%	27%	58%
SF	262	3.86	2%	10%	18%	38%	32%

Note. There were no significant differences between Army SOF type. Responses were made on the following scale: 1 = *Not important*, 2 = *Slightly important*, 3 = *Moderately important*, 4 = *Important*, 5 = *Very important*.

Appendix E, Table 4. Importance of Culture in Mission Planning by USASOC Organization

Group	*n*	Mean	Not Important	Slightly Important	Moderately Imporant	Important	Very Important
95th CA Bde	66	4.35	1%	5%	9%	27%	58%
4th MISG	101	4.33	2%	5%	9%	27%	57%
1st SFG	43	3.84	5%	9%	19%	32%	35%
3rd SFG	48	3.90	4%	14%	6%	38%	38%
5th SFG	73	3.89	3%	5%	16%	51%	25%
7th SFG	31	3.71	0%	13%	32%	26%	29%
10th SFG	41	3.73	2%	12%	27%	27%	32%
19th SFG	9	4.22	0%	12%	0%	44%	44%
20th SFG	9	4.11	0%	0%	11%	67%	22%

Note. There were no significant differences between USASOC organizations. Responses were made on the following scale: 1 = *Not important*, 2 = *Slightly important*, 3 = *Moderately important*, 4 = *Important*, 5 = *Very important*.